

**Міністерство освіти і науки України**  
**Харківський національний педагогічний університет**  
**імені Г. С. Сковороди**

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**Методичні рекомендації до практичних занять для здобувачів спеціальностей 014.021 «Середня освіта (Мова і література (англійська))» і 035.041 «Філологія (Германські мови та літератури (переклад включно), перша – англійська)» першого (бакалаврського) рівня з навчальної дисципліни «Практика англійського усного і писемного мовлення»**

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## ПЕРЕДМОВА

Методичні рекомендації до практичних занять з навчальної дисципліни «Практика англійського усного і писемного мовлення» розроблені для здобувачів вищої освіти другого року навчання галузі знань 01 «Освіта/Педагогіка» (спеціальність 014 «Середня освіта (Мова і література (англійська)») і 03 «Гуманітарні науки» (спеціальність 035 «Філологія») денної форми навчання. Методичні рекомендації укладені відповідно до робочої програми навчальної дисципліни та на основі підручника для здобувачів вищої освіти другого року навчання мовного ЗВО [3].

Метою цього збірника рекомендацій і завдань є розширення комплексу компетентностей, зокрема комунікативних, лінгвістичних, соціокультурних та професійних, а також розвиток навичок навчальної автономії студентів. Методичні рекомендації містять додаткові завдання для практичних занять, спрямованих на стимулювання творчого мислення здобувачів.

Під час проведення практичних занять активно використовуються відео-матеріали та сучасні завдання, що дозволяє студентам отримати більш глибоке розуміння мови й культури, а також розвинути навички спілкування в англомовному середовищі.

Завдання розроблені на основі поетапного засвоєння знань, що дає змогу досягти поставленої мети. Вони передбачають роботу в парах і групах, використання інтернет-ресурсів та ІКТ, творчі завдання, аналіз власного прогресу й робіт інших студентів, завдання для само- та взаємоконтролю. Ситуативний зміст відповідає віковим особливостям здобувачів.

Завдання до практичних занять організовано за темами підручника “A Way to Success. English for University Students. Year II”, але їх можна використовувати також у роботі з іншими підручниками. Використання методичних рекомендацій до практичних занять сприяє підвищенню ефективності практичної підготовки здобувачів.

## UNIT 1. EVERY MAN TO HIS TRADE

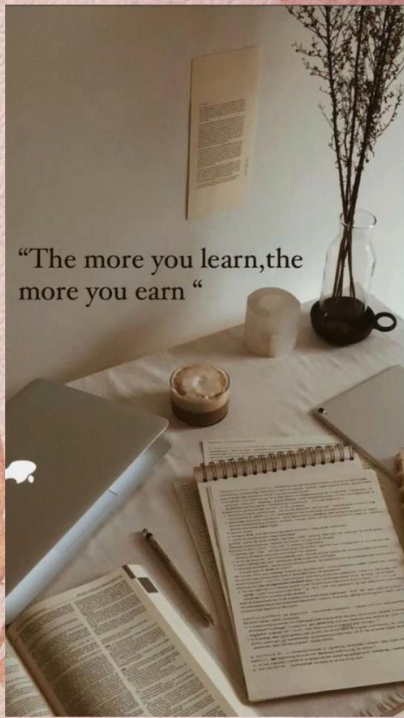
### **Section 1. The variety of professions. Motivation.**

1. Discussion. Have you ever felt that you don't want to do anything? Have you ever lost interest in what you are doing/studying/creating? What have you done to restore the interest and find the inspiration?

*Motivation refers to the driving force or reason behind a person's actions, desires, and behaviors. It is what compels individuals to pursue certain goals, tasks, or objectives. Motivation can be influenced by a variety of factors, including personal values, beliefs, emotions, needs, and external incentives. It plays a crucial role in determining the level of effort and persistence individuals exert toward achieving their goals. Motivation can be intrinsic, coming from within oneself, or extrinsic, coming from external rewards or pressures. It is a complex psychological concept that has been studied extensively in fields such as psychology, sociology, and organizational behavior.*

2. If you are interested in the relation between study motivation and academic achievements, study the following publications:  
[1, 4, 9, 13, 15, 16]
3. Look for pictures with study motivation quotes on Pinterest. Discuss with the partner which one would make a great wallpaper on your computer/phone; what can it teach you? Do they help you feel motivated? What do you usually search for if you need some inspiration and motivation? Find a picture that motivates you, share it with the class, and explain your choice.

*(Examples of motivational pictures are below).*



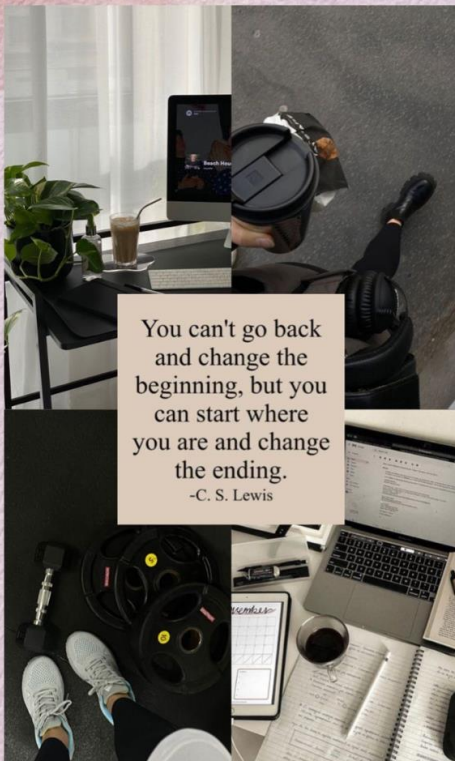
“The more you learn, the more you earn “



I CAN,  
AND I WILL.

Watch me !!

*Just living my  
best life.*



You can't go back  
and change the  
beginning, but you  
can start where  
you are and change  
the ending.  
-C. S. Lewis



DREAMS SO BIG YOU GET UNCOMFORTABLE TELLING SMALL MIND PEOPLE.

scared? good. we don't grow when we stay inside our comfort zone.

You got 2 choices:  
1. Do it now  
2. Regret it later

Visualize your highest self and start showing up as her.

Current vibe:  
Working for the lifestyle I promised to myself.

If you get tired, learn to rest not to quit.

BE BRAVE ENOUGH TO BE BAD AT SOMETHING NEW.

REMEMBER THE REASON YOU ARE DOING THIS IS TO MAKE YOUR LIFE BETTER

I WILL PASS MY FINALS. I WILL PASS MY CLASSES. I WILL NOT BE DEFEATED. I WILL FINISH STRONG.

DON'T STOP UNTIL YOU'RE PROUD

100 / 100

ACT LIKE THE PERSON YOU WANT TO BECOME.

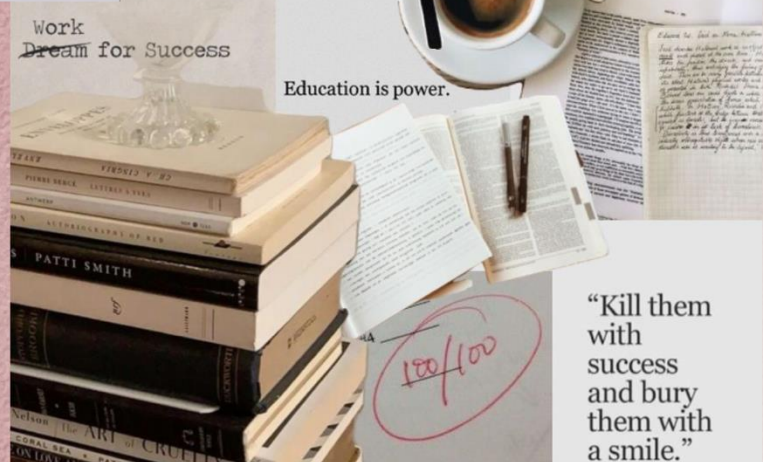
Be obsessed with your own potential.

I am the designer of my own style.

Glow up. Educate yourself. Dress well. Make money. **WORK HARD.**



**start now**



Work Dream for Success

Education is power.

“Kill them with success and bury them with a smile.”



4. Guessing game “Motives and Professions”. Choose a card from the pile/Get a random card from the table. Discuss the motives that make a person choose this profession. Write down at least 5 of the motives. Present your ideas to the class. Discuss the advantages and disadvantages of each job. Think of other unusual professions.

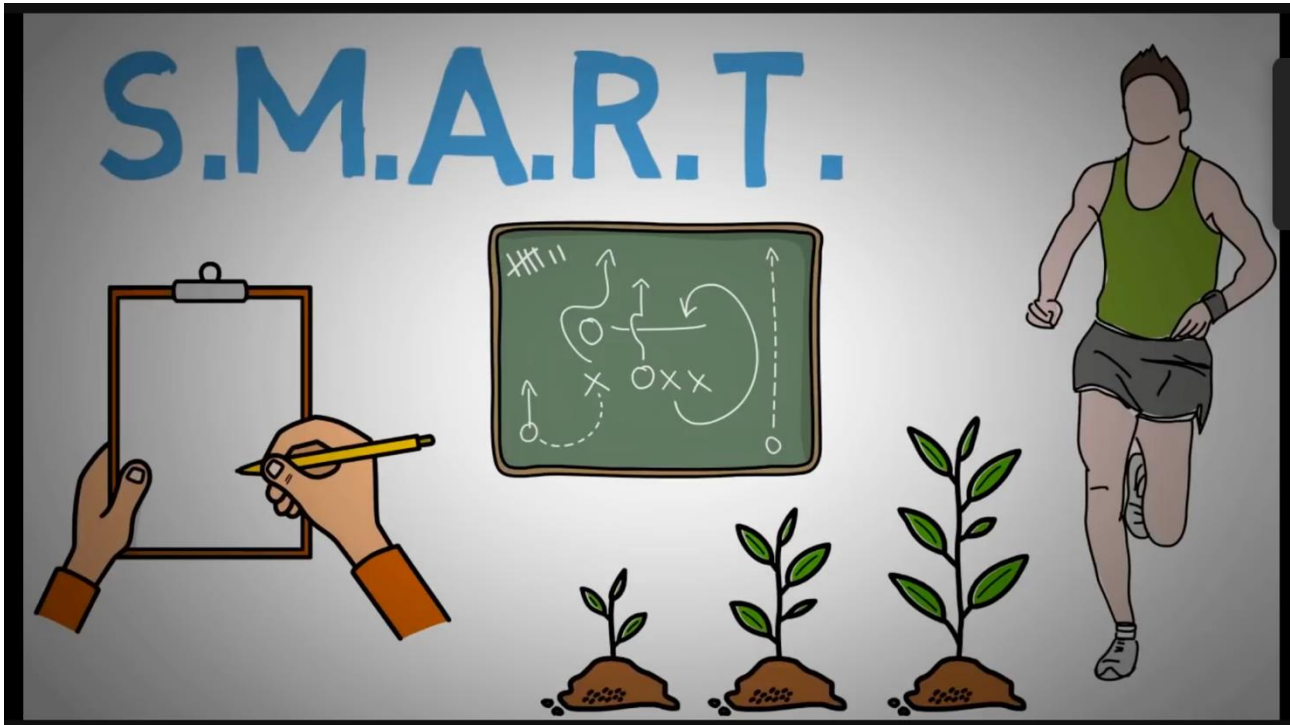
<b>a butcher</b>	<b>a professional bridesmaid</b>	<b>an estate agent</b>	<b>a judge</b>
<b>a professional mourner</b>	<b>a golf ball diver</b>	<b>a fake wedding guest</b>	<b>a roofer</b>
<b>a conductor</b>	<b>an online dating ghostwriter</b>	<b>a body painter</b>	<b>a full-time Netflix viewer</b>
<b>a professional line stander</b>	<b>a drying paint watcher</b>	<b>a guard</b>	<b>a miner</b>
<b>a lawyer</b>	<b>a loader</b>	<b>a Feng Shui consultant</b>	<b>a midwife</b>
<b>a refuse collector</b>	<b>a fragrance chemist</b>	<b>a traffic warden</b>	<b>a video game tester</b>
<b>a personal shopper</b>	<b>a newsreader</b>	<b>a professional cuddler</b>	<b>a playwright</b>
<b>a surgeon</b>	<b>a nail polish namer</b>	<b>a guide</b>	<b>a publisher</b>

5. Creative task\*. Post a picture on Instagram about something that helps you find your study motivation. Use #studymotivation #motivationaesthetic.

## **Section 2. Setting goals**

1. Discussion. Why do people set goals? Have you ever set any educational goals for yourself? If so, can you share some tips? How can setting goals help you achieve your learning outcomes?
2. Watch the video “Setting SMART goals”:

What is a SMART goal? How can the video's information be applied to learning languages / study in general / your future profession? [2].



3. Match the words from the video with the definitions:

Words:

1. to pursue goals
2. a benchmark
3. to shoot for the stars
4. efficiently
5. to accomplish one's objective
6. precisely
7. a milestone
8. to determine
9. vague
10. to succeed in something

Definitions:

- a. to successfully complete a task or reach a goal.
- b. to aim for ambitious or high goals.
- c. in a way that gets things done quickly and effectively.
- d. to find out or decide something through careful examination or investigation.
- e. an important event or achievement that marks progress towards a larger goal.
- f. a standard or point of reference used for comparison or evaluation.
- g. exactly and accurately, without any mistakes or errors.

- h. to achieve a desired outcome or goal.
- i. to actively work towards achieving objectives or aspirations.
- j. not clear or specific, lacking detail or precision.

*Answer key: 1. i, 2. f, 3. b, 4. c, 5. a, 6. g, 7. e, 8. d, 9. j, 10. h*

4. Creative task\*. Set you own SMART goal for language learning. Make it achievable!

### **Section 3. Job interviews.**

1. Do you think having a job interview is a stressful experience? Do you need to prepare for one? Have you ever heard some unusual stories about job interviews?
2. Work in groups. Make up a list of interview questions for a position of (a teacher/a salesperson/CEO, etc.). Shuffle the groups and take turns answering the questions.
3. Match the sentence halves, paying attention to the following words: *a perm, an unsuspecting job applicant, a fake interview, What's up, dude?, a job listing, money-wise, charity.*

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Money-wise, investing in professional development</li> <li>2. "What's up, dude?" greeted Tom as</li> <li>3. Little did the unsuspecting job applicant know, the interview was</li> <li>4. Maria found the perfect</li> <li>5. After getting a perm, Sarah's hair had a</li> </ol> | <ol style="list-style-type: none"> <li>a. he bumped into his friend on the way to his job interview.</li> <li>b. newfound bounce and volume, making her feel more confident for her job interview.</li> <li>c. courses can lead to higher earning potential in the long run.</li> <li>d. merely a front for a fake scheme to collect personal information.</li> <li>e. job listing online, offering the opportunity she had been searching for.</li> </ol> |
|---|--|

*Answer key: 1. c; 2. a; 3. d; 4. e; 5. b.*

4. Watch the video “Worst Job Interview Ever” and decide whether the sentences are true or false:

1. Tripp and Tyler are conducting a job interview.
2. The job applicants are aware that they are participating in a fake interview.
3. Charity is the name of one of the job applicants.
4. The job applicants are asked to stand instead of sit.
5. Tripp asks if the job applicant has a perm.
6. The job applicants are asked about their salary expectations.
7. Lisa brings a bug-infested coffee to the interview.
8. Tripp sings a song during the interview.

*Answer key: 1. True; 2. False - The job applicants are not aware that they are participating in a fake interview; 3. True; 4. False - The job applicants are asked to sit instead of stand; 5. True; 6. True; 7. True; 8. False - Tripp does not sing a song during the interview.*

5. Watch the video and answer the following questions:

- a) How did each job applicant react to the interviewer’s questions?
  - b) What did the interviewer think about resumes?
  - c) How much money did the job applicant hope to make?
  - d) What did the interviewer say about the job applicant’s salary expectations?
  - e) What did the interviewer say about the company’s values?
  - f) What did the interviewer ask the job applicant to do?
  - g) What was wrong with the interview? Is it possible to attend such an interview?
6. Creative task\*. Imagine that you’ve had a stressful interview experience with one of the notorious companies in your city. Share your experience on social networks. Make up an Instagram post describing your experience as an unsuspecting job applicant who got scammed with a fake interview. Use slang and colloquial language, such as “What’s up, dude?”, express your emotions, and make sure you warn other people who are following you.

## Section 4. Matilda

1. Work in groups. Brainstorm a list of things a perfect teacher possesses.
2. Complete the sentences with the words below.

*hammer throw, to handle kids, sticking out glass and nails, regardless of, the school principal, to snap a whip, javelin throw, pigtails, swings, detention*

1. \_\_\_\_\_ his busy schedule, James always finds time for his family.
2. After misbehaving in class, the student was put in \_\_\_\_\_ for the afternoon.
3. The \_\_\_\_\_ called an emergency meeting to discuss the new disciplinary policies.
4. The horse trainer demonstrated how \_\_\_\_\_ to control the animals.
5. As a teacher, Sarah knows how \_\_\_\_\_ with different learning styles.
6. In high school, John's favorite sport was \_\_\_\_\_ and he would often practice after school.
7. Mary represented her country in the \_\_\_\_\_ event at the Olympics.
8. Little girls often wear their hair in \_\_\_\_\_ for dance recitals.
9. The abandoned building had \_\_\_\_\_, making it dangerous to explore.
10. Jenny loves going to the park and spending hours on the \_\_\_\_\_.

*Answer key: 1. regardless of, 2. detention, 3. school principal, 4. to snap a whip, 5. to handle kids, 6. javelin throw, 7. hammer throw, 8. pigtails, 9. sticking glass and nails, 10. swings.*

3. Watch the video about [Matilda's first day at school](#) and answer the questions:



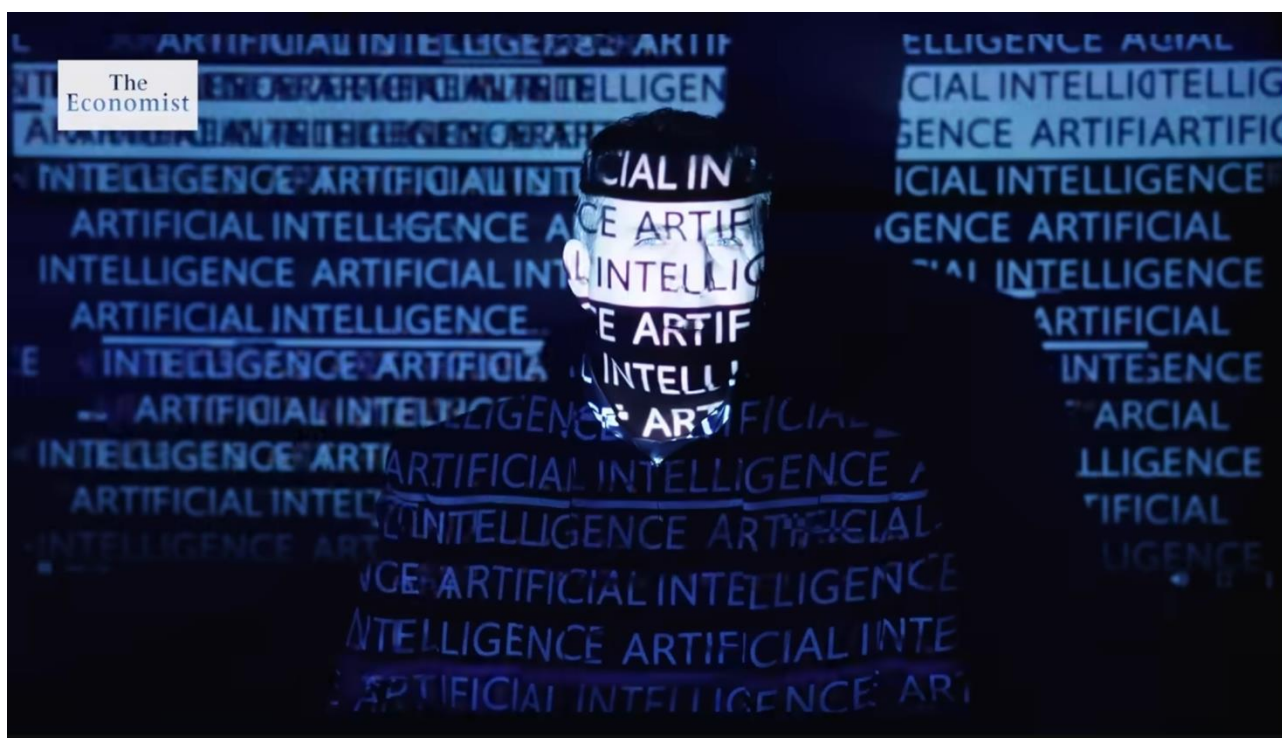
Questions:

1. Why was Matilda happy to be at Crunchom Hall?
  2. Who is Miss Trunchbull?
  3. What does Miss Trunchbull do during her visits to the classrooms?
  4. What is the “chokie” that Hortensia mentioned?
  5. How does Miss Trunchbull punish students who misbehave?
  6. Why didn't Hortensia's parents believe her about the chokie?
  7. What does Miss Trunchbull threaten to do to Amanda Thrip if she doesn't chop off her pigtails?
4. Creative task\*. Work in groups. Visualize the story. Make a poster/draw a cartoon/make a video/act out a play/etc., add some details about Matilda's life and her school days.

## UNIT 2. THIS AMAZING PLACE WE LIVE IN

### Section 5. The rise of Artificial Intelligence (AI).

1. Answer the questions: What do you know about AI? How often do you use it? What is your attitude to this technology?
2. Watch the video “Beyond ChatGPT” and complete the tasks below.



3. Video extract: 00:00 to 3:41. Watch the extract and decide whether the sentences were true or false:
  1. AI only appears in Hollywood blockbusters.
  2. Chatbots are like internet search engines.
  3. Generative AI is a new technology that has made chatbots much better.
  4. Chatbots are only trained on texts from the internet.
  5. Generative AI chatbots can only answer questions.
  6. Generative AI chatbots can write essays, poems or songs.
  7. Chatbots are unlikely to disrupt the lucrative search engine business.
  8. Google’s revenue from search ads in 2021 is around \$1bn.
  9. Microsoft and Google are not adding chat functions to their existing search engines.

10. Venture capital investment in generative AI totalled over \$1bn last year.

*Answer key: 1. False (AI is now closer to fact than fiction with the arrival of chatbots like ChatGPT.); 2. True; 3. True; 4. False (They are trained on billions of texts from the internet.); 5. False (They can write essays, poems or songs.); 6. True; 7. False (Chatbots might disrupt the lucrative search engine business.); 8. False (Google's revenue from search ads in 2021 is around \$150bn.); 9. False (Microsoft and Google are adding chat functions to their existing search engines.); 10. True*

4. Video extract: 00:00 to 3:41. Match the words with their definitions:

Words:

Definitions:

- |                         |  |
|-------------------------|--|
| 1. fiction              | a. completely certain about something  |
| 2. dystopia             | b. the act of deliberately spreading fear and panic among people   |
| 3. sophisticated        | c. worthless or useless material; garbage  |
| 4. homogenized          | d. having a tone or style that sounds intelligent or knowledgeable   |
| 5. autocomplete         | e. a story that is not true, but rather imagined by the author   |
| 6. intelligent sounding | f. a type of artificial intelligence that allows machines to learn from data without being explicitly programmed |
| 7. permeate             | g. to interrupt or cause disorder in a system or process   |
| 8. lucrative            | h. an imaginary place where everything is bad and unpleasant   |
| 9. machine learning     | i. at risk of being lost or harmed   |
| 10. disrupt             | j. complex, advanced, and highly developed   |
| 11. fear-mongering      | k. producing a lot of money or profit  |
| 12. rubbish             | l. to spread throughout or penetrate something   |
| 13. lifelike            | m. made uniform or standardized in some way  |
| 14. at stake            | n. a feature that suggests words or phrases as you type on a computer or mobile device                           |
| 15. convinced           | o. resembling real life or living things   |



*Answer key: 1. e, 2. h, 3. j, 4. m, 5. n, 6. d, 7. l, 8. k, 9. f, 10. g, 11. b, 12. c, 13. o, 14. i, 15. a*

5. Video extract: 3:40 to 7:47. Watch the extract and choose the best summary.

1. The video explores the use of conversational AI in virtual therapy sessions. With the rise of teletherapy during the pandemic, many mental health professionals are turning to chatbots to provide support to their patients. These chatbots are trained to recognize certain emotional cues and provide appropriate responses to help patients manage their symptoms. While some experts are concerned about the potential for patients to develop emotional bonds with chatbots, others believe that these relationships can be beneficial for people who are struggling with loneliness or social isolation. As chatbot technology continues to improve, it may become a valuable tool for mental health professionals around the world.

2. The video argues that conversational AI is not necessary for search engines, but chatbots can be useful for providing quick and accurate information. Chatbots can check facts and provide reliable answers based on machine learning and AI. While it's true that chatbots can sometimes produce false claims, they can also learn from their mistakes and improve their accuracy over time. Furthermore, chatbots can be programmed to understand concepts and provide helpful responses to users. Overall, conversational AI has the potential to revolutionize the way we search for information online.

3. The video discusses the use of conversational AI in search engines. John Henshaw, the senior director of search engine optimization at Vimeo, believes that conversational AI is a solution in search of a problem. Google already uses machine learning and AI for accuracy, factual information, and understanding concepts. However, chatbots trained on text from the internet can sometimes produce claims that aren't true, known as hallucinations. Ayanna Howard, an expert in AI and a roboticist at Ohio State University, is concerned about how chatbots can change how we interact with machines.

6. Video extract: 3:40 to 7:47. Answer the questions:

1. What is John Henshaw's job at Vimeo?

- A. Senior Director of Search Engine Optimization
- B. Conversational AI developer
- C. Expert in AI and robotics
- D. Computer scientist

2. Why does the author think conversational AI is not necessary for search?

- A. Google already uses machine learning and AI for accuracy.
- B. Chatbots can't be relied on for search.
- C. Conversational AI doesn't understand concepts.
- D. All of the above.

3. What is a hallucination in the context of chatbots?

- A. A realistic response that is factually incorrect.
- B. A response that is completely made up.
- C. A response that is too general to be useful.
- D. A response that is too specific to be true.

4. What is the ELIZA effect?

- A. The ability of chatbots to simulate psychotherapists.
- B. The bond that can develop between humans and chatbots.
- C. The emotional response triggered by language and communication.
- D. The negative impact of chatbots on the field of AI.

5. What is Ariana Howard's profession?

- A. Senior Director of Search Engine Optimization
- B. Conversational AI developer
- C. Expert in AI and robotics
- D. Computer scientist

6. According to the text, what is the problem with chatbots not knowing the difference between true and false information?

- A. They can't be relied on for search.
- B. They can produce claims that aren't actually true.
- C. They can demonstrate strange behaviors.

D. All of the above.

7. What is the author's attitude towards chatbots?

A. Indifferent.

B. Critical.

C. Positive.

D. Negative.

*Answer key: 1. A, 2. D, 3. A, 4. B, 5. C, 6. D, 7. B.*

7. Video extract: 7:47 to 9:54. Watch the extract and fill in the gaps in the summary (with the following words: *recreate, virtual, option, originally, companion, passed, customers, demand, remember*):

In 2015, her friend \_\_\_(1) away, and she revisited their text conversations in an attempt to \_\_\_ (2) their shared memories from when he was alive. This phenomenon, known as the ELIZA effect, can also present an opportunity for innovation. She utilized some of the AI models to \_\_\_\_\_ (3) her friend, enabling her to engage in conversations with an AI version of him. It was \_\_\_\_\_(4) a personal project. But she soon she recognized the potential for companionship through AI extended beyond just herself. There is a \_\_\_\_\_(5) for something that would be available to talk 24-7 about anything. Eugenia's company, Replica, provides paying \_\_\_\_\_(6) with an AI companion in the form of a chatbot within a humanoid avatar. Until recently, there was even an \_\_\_\_\_(7) for bots to send explicit messages. Users are aware that they are interacting with a bot, but some have feelings for their \_\_\_\_\_(8) friends. I think in the next 10 years everyone will have this AI \_\_\_\_\_(9) that's always there with us.

*Answer key: 1. passed, 2. remember, 3. recreate, 4. originally, 5. demand, 6. customers, 7. option, 8. virtual, 9. companion.*

8. Video extract: 9:55 to 11:46. Watch the extract and answer the questions:

1. Why might an AI companion not be for everyone?

2. How will we interact with chatbots in the future?

3. Why don't customer-service representatives always get respect when doing their job?

4. What is the Turing test?
5. Can machines pass the Turing test?
6. How could counterfeiting humans be helpful for customer-facing websites?
7. What are some things that chatbots could do for us?
8. What is generative artificial intelligence?
9. What are some tasks that chatbots could make more convenient?
10. How could chatbots combined with a voice assistant change how we use the internet?

9. Video extract: 11:45 to 16:05. Watch the extract and find the translation to the phrases: "здерти" (скопіювати) контент; досить надійний; упереджені думки; готовий до судових позовів; затоплювати, заповнювати простір; повторювати наявні книги; дозволяти неправдиві твердження та дезінформацію; без згоди; зі швидкою швидкістю; порушення авторських прав; бути менш схильним; бути затягнутим; боротися зі складними наслідками; вплив на суспільство; певна форма антиутопії; жвавий простір; поширений; поширення чатботів; вивергати, виплювувати; руйнівний для інтернету; важливе випробування.

*Answer key:*

*Phrases in Ukrainian*

*Phrases in English*

*"здерти" (скопіювати) контент;*

*to scrape the content*

*досить надійний;*

*reliable enough*

*упереджені думки;*

*bigoted opinions*

*готовий до судових позовів;*

*ripe for lawsuits*

*затоплювати, заповнювати простір;*

*to flood the zone*

*повторювати наявні книги;*

*to parrot existing books*

*дозволяти неправдиві твердження та*

*to allow falsehoods and misinformation*

*дезінформацію;*

*без згоди;*

*without consent*

*дуже швидко;*

*at a rapid rate*

<i>порушення авторських прав;</i>	<i>copyright infringement</i>
<i>бути менш схильним;</i>	<i>to be less inclined</i>
<i>бути затягнутим;</i>	<i>to get hoovered up</i>
<i>боротися зі складними наслідками;</i>	<i>to grapple with the complex implications</i>
<i>вплив на суспільство;</i>	<i>the impact on society</i>
<i>певна форма антиутопії;</i>	<i>some form of dystopia</i>
<i>жвавий простір;</i>	<i>vibrant space</i>
<i>поширений;</i>	<i>prevalent</i>
<i>поширення чатботів;</i>	<i>the proliferation of chatbots</i>
<i>вивергати, випльовувати;</i>	<i>to get regurgitated</i>
<i>руйнівний для інтернету;</i>	<i>detrimental to the internet</i>
<i>важливе випробування.</i>	<i>a crucial challenge</i>

### **Section 6. Evaluating presentations.**

1. Prepare a presentation about an outstanding natural wonder in Ukraine.
2. Discuss the criteria for assessing the presentation. These criteria will be used for evaluating the presentations. Use the table below as an example. You can add your own criteria and their characteristics.

A presenter can get 5 points.

	Criterion	Characteristics
1.	The presentation	<ul style="list-style-type: none"> <li>- <i>clear, nice, not overloaded with text – 1 point;</i></li> <li>- <i>overloaded with text and unnecessary details – 0,75 points;</i></li> <li>- <i>not clear .... 0,5 point;</i></li> <li>- ...</li> </ul>
2.	Student's speech	<ul style="list-style-type: none"> <li>- <i>fluent, sounds natural, without long pauses – 1 point;</i></li> <li>- <i>sounds natural but ... – 0,75 points;</i></li> <li>- <i>sounds as if ... ;</i></li> </ul>

		- <i>learnt by heart</i> – ...
3.	Pronunciation	- <i>no mistakes</i> – 1 point; - <i>minor mistakes (e.g. ...)</i> - ... - ...
4.	Grammar	- <i>no mistakes</i> – 1 point; - <i>minor mistakes (e.g. ...)</i> - ... - ...
5.	Vocabulary and cohesion	- <i>varied ...</i> - 1 point; - ...

3. Listen to the groupmates' presentations. Evaluate the speaker using the assessment chart/table/form. Explain your point of view.

WARNING to the evaluators! DO NOT be subjective! While assessing the groupmates, you have to be indifferent and fair. The lecturer can analyze your assessment charts/tables/forms.

## UNIT 3. A CITY IS MORE THAN A PLACE IN SPACE

### Section 7. Vocabulary practice

1. Match the sentence halves.

- |   |  |
|---|--|
| 1. Tourists wandered through the antique shops, searching for       | a. led to cramped living conditions for its residents.             |
| 2. Historians believe that the decisive battle fought               | b. architecture as they explored the cathedral.                    |
| 3. Despite the congested streets, the marketplace remained bustling | c. was a grand hall with a magnificent dome ceiling.               |
| 4. The venue for the art exhibition                                 | d. were a stark contrast to the opulent mansions on the outskirts. |
| 5. The narrow alleyways of the old                                  | e. hidden treasures among the relics of the past.                  |
| 6. In the heart of the city, the slums                              | f. on this very ground changed the course of history.              |
| 7. Visitors marveled at the intricate details of the dome's         | g. villa, depicting scenes from a bygone era                       |
| 8. The ancient fresco adorned the walls of the antique              | h. town were filthy, littered with debris and waste.               |
| 9. Efforts to improve living conditions in the slums                | i. were hindered by the persistent issue of overcrowding.          |
| 10. Overcrowding in the city center                                 | j. with activity throughout the day.                               |

*Answer key: 1. e; 2. f; 3. j; 4. c; 5. h; 6. d; 7. b; 8. g; 9. i; 10. a*

2. Complete the dialogue (Maria's responses).

Maria: (1) \_\_\_\_\_ .

Lisa: No, I haven't made it there yet. But I'd love to.

Maria: (2) \_\_\_\_\_ .

Lisa: Really? What makes it so special?

Maria: (3) \_\_\_\_\_ .

Lisa: Sounds incredible. Anything else that catches your eye?

Maria: (4) \_\_\_\_\_ .

Lisa: Is that the one with the tall spire?

Maria: (5) \_\_\_\_\_ .

Lisa: Wow, I had no idea there was such variety in New Orleans. How about the coastal areas?

Maria: (6) \_\_\_\_\_ .

Lisa: Yeah, that could be a good thing. Do you know how much the admission prices to all these places usually are?

Maria: (7) \_\_\_\_\_ .

Lisa: That sounds perfect. My heart skipped a beat when you mentioned the food, ha! I'll make sure to skip breakfast before going around town with you - I wouldn't want to miss anything!

Maria: (8) \_\_\_\_\_ .

Lisa: Sounds like a perfect plan. A feast for the stomach and the eyes!

Maria: (9) \_\_\_\_\_ .

Lisa: I can't wait to go!

- a) The beaches are beautiful too but they can get pretty crowded especially during peak season. Although, it may be less congested now because of the recent hurricanes.
- b) Yes, right in Jackson Square. And if you're feeling adventurous, you should check out the old catacombs beneath the city. It's fascinating.
- c) Haha, you won't regret it. We can grab coffee and sweets from Cafe du Monde afterwards.
- d) Definitely! And remember, you won't even tire your feet much because everything is just within a stone's throw away.
- e) Hey, Lisa. Have you been to New Orleans yet?
- f) Oh, definitely. The French Quarter with its colorful buildings and balconies, the parks and gardens scattered throughout the city. And have you heard of the St. Louis Cathedral?



- g) I'm not sure off the top of my head but I think it's worth every penny. Plus, some attractions are completely free like walking through the French Market or watching street performers on Bourbon Street.
- h) Well, for starters, the blend of cultures there is amazing. And the food! The Cajun and Creole cuisine is a feast for the eyes as well as your taste buds.
- i) You're missing out. It's one of the most picturesque cities I've ever seen.

*Answer key: 1. e; 2. i; 3. h; 4. f; 5. b; 6. a; 7. g; 8. c; 9. d.*

### **Section 8. A virtual tour**

1. Prepare a presentation: "An unexpected tour around Kyiv/Kharkiv". It may be a tour around museums, theatres, parts, interesting places connected with music, art, or scary stories. Let the sky be your limit in choosing the topic.
2. Listen to the groupmates' presentations. Evaluate the speaker using the assessment chart/table/form. Explain your point of view.

**WARNING** to the evaluators! **DO NOT** be subjective! While assessing the groupmates, you have to be indifferent and fair. The lecturer can analyze your assessment charts/tables/forms.

## UNIT 4. GEOGRAPHY BEING DESTINY

### Section 9. Britain and Wales

1. What do you know about the cultural differences within the UK?
3. Watch the video from “The Crown” series (Season 3, Episode 6) “[Prince Charles learns Welsh](#)”. What can you say about the language? How different is it from the English language? Can you easily guess the words? Do you agree with the method of learning?
4. Watch the [final scene of the episode](#) when the Prince delivers his famous speech. Compare the subtitles (with the translations) and the speech in Wales.
5. Creative task\*: watch the whole episode and comment on the welcome the prince received on coming to Wales and the differences in the attitude towards him. What went wrong during the dinner with university professors? How has the attitude to the prince changed?

### Section 10. Vocabulary practice

1. Complete the sentences with an appropriate form of the word in brackets.

1. Many different species \_\_\_\_\_(habitant) the dense forest.
2. The small village is a peaceful \_\_\_\_\_(habitat) near the river.
3. Scientists \_\_\_\_\_(prediction) that it will rain tomorrow afternoon.
4. Birds \_\_\_\_\_(population) the park, creating a lively atmosphere.
5. The hotel staff showed great \_\_\_\_\_(hospitable) to their guests.
6. Solar \_\_\_\_\_(powerful) is becoming more popular for energy sources.
7. We encountered a \_\_\_\_\_(wilderness) bear during our camping trip.
8. Her \_\_\_\_\_(obsess) with collecting stamps started at a young age.
9. The photographer managed to \_\_\_\_\_(captive) the perfect sunset moment.
10. The old house was shaded by a large \_\_\_\_\_(elm) tree.

*Answer key: 1. inhabit; 2. habitation; 3. predict; 4. populate; 5. hospitality; 6. power; 7. wild; 8. obsession; 9. capture; 10. elm*

2. Creative task\*: choose the task and prepare a social network post on the topic below.

1. Write a captivating travel blog post about a recent hiking adventure in the mountains. Describe the breathtaking views from the ridge and the serene atmosphere of the valley below. Use the vocabulary to evoke the idyllic setting and highlight the unique limestone formations along the trail.

2. Craft an engaging social media post promoting a package tour to a seaside destination. Describe the picturesque seafront views, the variety of shells you can collect along the shore, and how the tour offers a predictive itinerary full of exciting activities.

3. Compose an article for a travel magazine detailing a cycling route through a scenic countryside. Paint a vivid picture of the lush landscapes, mentioning the charming villages along the way and how the route leads you through valleys and past limestone cliffs.

## UNIT 5. GOD MADE THE COUNTRY AND MAN MADE THE TOWN

### Section 11. Vocabulary practice

1. Unscramble the words to make sentences.

1. role / decision / prominent / a / the / demolish / neighborhood / The / factory / old / in / to / played / the / revitalizing

2. museum / showcasing / the / history / served / a / of / rich / artifacts / of / region / as / treasure-house / the / The

3. after / thriving / community / Once / of / a / industry / ghost / the / the / town / closure / a / became / the / main / town

4. shanty / afford / the / couldn't / emerged / outskirts / of / shelter / city / proper / In / those / housing / who / a / town / the

5. residential / finally / park / city / a / approved / in / of / numerous / Overcoming / obstacles / area / the / the / council / construction / new / the

6. inhabitants / with / reflecting / cultures / buzzed / and / activity / district / diverse / The / of / its / the / metropolitan / lifestyles

7. heavy / leaving / the / bombardment / During / in / endured / war / many / parts / ruins / city / the

8. transformed / its / area / bustling / into / a / humble / residential / beginnings / the / town / shanty / eventually / Despite

9. area / economic / and / city / with / making / heart / The / of / businesspeople / shoppers / the / the / bustled / commercial / it

10. the / district / green / to / the / jungle / relief / providing / planners / from / into / Urban / spaces / concrete / worked / metropolitan / integrate

*Answer key:*

*1. The decision to demolish the old factory played a prominent role in revitalizing the neighborhood.*

*2. The museum served as a treasure-house of artifacts, showcasing the rich history of the region.*

3. *Once a thriving community, the town became a ghost town after the closure of the main industry.*
4. *In the outskirts of the city, a shanty town emerged, housing those who couldn't afford proper shelter.*
5. *Overcoming numerous obstacles, the city council finally approved the construction of a new park in the residential area.*
6. *The metropolitan district buzzed with activity, reflecting the diverse cultures and lifestyles of its inhabitants.*
7. *During the war, the city endured heavy bombardment, leaving many parts in ruins.*
8. *Despite its humble beginnings, the shanty town eventually transformed into a bustling residential area.*
9. *The commercial area bustled with shoppers and businesspeople, making it the economic heart of the city.*
10. *Urban planners worked to integrate green spaces into the metropolitan district, providing relief from the concrete jungle.*

2. Fill in the gaps with the following words in the correct form:

*informal capital, young and talented, dead end, widely recognized, nestled, picturesque landscapes, key location*

The artist's talent was \_\_\_\_ (1) in the art community, earning her prestigious awards. The old bookstore sits in a \_\_\_\_ (2) downtown, attracting book lovers from all over the city. Despite its charm, the café found itself in a \_\_\_\_ (3) alley, hidden away from the bustling streets. As the hub of creativity, the city's vibrant art scene solidified its status as the \_\_\_\_ (4) of the arts. The tech startup was founded by a group of \_\_\_\_ (5) entrepreneurs with big dreams. The quaint cottage \_\_\_\_ (6) among the trees in the scarcely populated countryside, offering tranquility and seclusion. Despite its small size, the town is worth visiting for its \_\_\_\_ (7) and friendly locals.

*Answer key: 1. widely recognized; 2. key location; 3. dead end; 4. informal capital; 5. young and talented; 6. nestled; 7. picturesque landscapes.*

## **Section 12. Living in the UK**

1. Creative task\*: Choose the topic below and write a post for social networks.

1. Write a promotional blog post highlighting a hidden gem in the UK that is scarcely populated but worth visiting. Describe the key location, its significance as a treasure-house of history, and the obstacles faced in preserving its authenticity.

2. Craft an engaging post inviting them to visit a ghost town in the UK with you. Discuss the history of the town, its prominent role in the past, and the eerie charm it holds. Share your excitement about exploring this unique destination together.

3. Create a social network post for a travel magazine detailing the transformation of a shanty town in the UK into a vibrant metropolitan district. Illustrate the challenges faced during the process, the young and talented individuals who played a crucial role, and the commercial areas that have now flourished despite past heavy bombardment.

Target Vocabulary:

widely recognised, key location, in the downtown, dead end, informal capital, young and talented, to nestle, scarcely populated, worth visiting, demolish, prominent role, treasure-house, ghost town, shanty town, obstacles, metropolitan district, residential area, heavy bombardment, commercial area.

## UNIT 6. CROSSING BOARDERS

### Section 13. Cultural stereotypes

1. Prepare a presentation: “The stereotypes/superstitions that I hate”.
2. Listen to the groupmates’ presentations. Evaluate the speaker using the assessment chart/table/form. Explain your point of view.

WARNING to the evaluators! DO NOT be subjective! While assessing the groupmates, you have to be indifferent and fair. The lecturer can analyze your assessment charts/tables/forms.

### Section 14. Vocabulary practice

1. Complete the dialogue with the prompts below.

Tom: Hey, Jenny, where did you go for your vacation?

Jenny: (1) \_\_\_\_\_ .

Tom: Really? What did you do there?

Jenny: (2) \_\_\_\_\_ .

Tom: Hmm...I didn’t know that. Whenever I think of Ireland, I just picture people drinking beer all day long.

Jenny: (3) \_\_\_\_\_ .

Tom: Yeah, maybe I will someday. But I’ve heard that Irish people also have a national myth about leprechauns and pots of gold at the end of rainbows. Is that true?

Jenny: (4) \_\_\_\_\_ .

Tom: Okay, okay. Sorry if I offended you.

Jenny: (5) \_\_\_\_\_ .

Tom: Interesting. Maybe I should consider visiting Ireland next year instead of going to the same beach resort again.

Jenny: (6) \_\_\_\_\_ .

Tom: Wow, now I’m getting excited. Thanks for sharing your experience, Jenny. You have me daydreaming about my future trip to Ireland now.

- a) Well, we went on a tour of all the famous castles and historical sites. It's such a proud country with such a rich heritage.
- b) No worries. Actually, I had a chance to talk with some locals during my trip, and they were nothing like the stereotypes. They're really friendly and welcoming, acting as mediators between tourists and their culture.
- c) Yes! And try some Guinness while you're there. It's not just a beverage, it's an experience. The taste, the texture, the way it's brewed, it's like nothing else. You'll love it.
- d) Oh, come on. Not everyone believes in these things. It's just a bit of fun folklore. We don't take it seriously.
- e) I went to Ireland. It was so beautiful.
- f) That's such a narrow-minded stereotype. There's so much more to Ireland than just pubs and alcohol. You should definitely visit and see every nook and cranny of this amazing country.

*Answer key: 1. e; 2. a; 3. f; 4. d; 5. b; 6. c.*

2. Fill in the gaps with the correct word of the word in brackets.

1. The \_\_\_\_\_(aromatic) of freshly baked bread filled the room.
2. I like to \_\_\_\_\_(brewing) my own coffee in the morning.
3. The ice cream had a rich chocolate flavor.
4. After exercise, it's important to \_\_\_\_\_(drinking) water.
5. She took a small \_\_\_\_\_(sipping) of her hot tea.
6. Many cultures have their own creation \_\_\_\_\_(mythical).
7. As the eldest son, he is the \_\_\_\_\_(inheritance) to the throne.
8. It's satisfying to see a \_\_\_\_\_(cleanliness) house after cleaning.
9. The magician performed an amazing \_\_\_\_\_(magical) trick.
10. Meditation helps to clear the \_\_\_\_\_(mindful) and relax.

*Answer key: 1. aroma; 2. brew; 3. flavour; 4. drink; 5. sip; 6. myth; 7. heir; 8. clean; 9. magic; 10. mind*

3. *Creative task\*: choose the topic below and prepare a social media post. Think of # you could use with the post.*



1. Craft an engaging blog post discussing the origins and significance of a popular superstition related to the number 13. Dive into the ‘myth’ surrounding this superstition, exploring its impact on people’s daily lives and decision-making processes.
2. Write a persuasive post, recommending a specific herbal tea blend that is believed to have mystical healing properties. Describe the ‘aroma,’ ‘flavor,’ and ‘magic’ effects of the brew, emphasizing its ability to cleanse the body and invigorate the ‘mind.’
3. Develop a fictional social media post for a character in a novel who has inherited a mysterious amulet rumored to possess supernatural powers. Use the target vocabulary to describe the ‘heir’ receiving the amulet, taking the first ‘sip’ of its powers, and the ensuing consequences of unlocking its ‘clean’ and ancient ‘magic.’

### **Section 15. New Year’s Resolutions**

1. Study the pictures below. Answer the following questions:
  1. What are New Year’s resolutions?
  2. How do people typically come up with their New Year’s resolutions?
  3. Have you ever made a New Year’s resolution? If so, what was it and did you stick to it?
  4. Do you think setting New Year’s resolutions is an effective way to achieve personal growth?
  5. Can you share some examples of popular New Year’s resolutions?
2. Study the example of New Year’s Resolutions and choose one point in each category to comment on.
3. Watch the video [“New Year’s Resolution Bet”](#) and write down the resolutions each of the characters made:  
Rachel –  
Ross –  
Chandler –  
Joey –
4. Match the words with their definitions:

## Words

1. chords
2. plummet to one's death
3. hornswoggle
4. commercial jet
5. New Year's resolution
6. botch
7. go out on a limb
8. How come?!
9. approach
10. sprouting wings

## Definitions

- a. to carry out a task poorly or unsuccessfully, often resulting in a mess or failure.
- b. a large passenger aircraft designed for long-distance travel with multiple passengers and amenities.
- c. to deceive or trick someone through cunning or deceitful means.
- d. a set of musical notes played together to create harmony or accompany a melody.
- e. an informal way of asking why or questioning the reason behind something.
- f. to fall rapidly and uncontrollably to the ground resulting in fatal consequences.
- g. a method or way of dealing with a situation or problem; also, the act of moving closer to something or someone.
- h. take a risk or make a decision that is bold and risky, often without support from others.
- i. an expression indicating sudden growth or development, as if one were growing wings like a bird.
- j. a promise or commitment to oneself to achieve a personal goal or make a change at the beginning of a new year.

*Answer key: 1. d, 2. f, 3. c, 4. b, 5. j, 6. a, 7. h, 8. e, 9. g, 10. i.*

5. Fill in the gaps with the correct form of the words from the previous exercise.

- a) He strummed the guitar, producing beautiful \_\_\_\_\_ that filled the room with melody.
- b) The reckless climber ignored the warning signs and \_\_\_\_\_ from the steep cliff.

- c) The cunning con artist managed to \_\_\_\_\_ several unsuspecting tourists with his bogus investment scheme.
- d) The \_\_\_\_\_ soared through the sky, carrying passengers to their destinations across continents.
- e) Despite making a \_\_\_\_\_ to exercise more, she found herself lounging on the couch every evening instead.
- f) He attempted to fix the leaky faucet but only managed \_\_\_\_\_ the job, causing water to spray everywhere.
- g) Despite the risks, she decided \_\_\_\_\_ and invest all her savings into her entrepreneurial venture.
- h) " \_\_\_\_\_ you didn't tell me about the party?!" she exclaimed, feeling left out.
- i) The cautious \_\_\_\_\_ to the negotiation yielded favorable terms for both parties involved.
- j) As the caterpillar transformed inside its cocoon, it felt like it was \_\_\_\_\_, ready to take flight as a butterfly.

*Answer key: a) chords; b) plummeted to his death; c) hornswoggle; d) commercial jet; e) New Year's resolution; f) to botch; g) to go out on a limb; h) How come; i) approach; j) sprouting wings.*

6. Creative task\*. Design your own New Year's Resolution for language learning.



# RESOLUTIONS

NEW YEARS

**SELF**  
2 hours MAX on Instagram  
make all Dr Appts!

**WORK**  
stop comparing myself to others  
grow my following (somehow?!)

**HEALTH**  
eat less fries!  
be muddy active everyday

cook something new 2x month  
do a giant purge!

# GOAL IDEAS

## FOR THE NEW YEAR

### Health

- Drink more water
- Do yoga
- Meditate
- Choose fresh and healthy foods
- Meal prep
- Get more sleep and rest
- Take vitamins
- Move your body more
- Get more fresh air
- Eliminate a bad habit

### Mind

- Journal
- Read more
- Make a new friend
- Practice daily gratitude
- Get organized
- Become more mindful
- Surround yourself with positive people
- Try new things
- Limit screen time
- Make time for self-care
- Choose a daily affirmation

### Financial

- Create a budget & stick to it
- Track spending
- Pay off debt (smallest first)
- Plan for fun

- Start an emergency fund
- Save for retirement
- Cut unnecessary spending
- Do a no-spend challenge for a month
- Calculate your net worth
- Save for a specific goal

### Work & Career

- Learn a new skill
- Update your resume
- Find a mentor
- Look at your work-life balance
- Attend a networking event
- Master a productivity habit
- Become an expert in your field
- Reach a leadership position
- Apply for a promotion
- Develop your communication skills

### Family

- Cook together
- Eat together
- Volunteer as a family
- Save for something specific together
- Learn a new skill

- Play more games
- Go on a trip
- Do boardgame/ movie nights
- Read together
- Spend quality time together without technology

### Friendship

- Show support
- Make time to listen
- Compliment each other
- Work out together
- Do something new together
- Have deep conversations
- Be understanding
- Don't be overly critical
- Give them time for their own life
- Don't take each other for granted

### Personal Development

- Keep learning
- Find a mentor
- Define your core values
- Attend seminars
- Discover your strengths
- Develop a positive attitude
- Stop procrastinating
- Wake up early
- Be more proactive
- Let go of the past

## REALISTIC NEW YEAR GOALS

# Checklist

### Health and wellness

- Create a morning routine and stick to it.
- Treat yourself to a spa day or indulge in self-care activities regularly.
- Foster an attitude of gratitude and appreciation.
- Establish a relaxing bedtime routine for better sleep quality.
- Limit screen time and embrace digital detox days.
- Practice gratitude daily to cultivate a positive mindset.
- Perform random acts of kindness for strangers and friends.
- Embrace failures as learning opportunities for growth.
- Cultivate resilience in the face of challenges.

### Career Goals

- Set clear career milestones and create a proper plan to achieve them.
- Invest in professional development courses to enhance your skill set.
- Network with industry peers to expand your opportunity.
- Explore the possibility of a career switch or promotion.
- Strive for a healthy work-life balance to prevent burnout.
- Listen to educational podcasts during your daily commute.
- Attend lectures or seminars related to your interests.
- Teach yourself a new skill using online tutorials.
- Encourage a love for learning in others by sharing your knowledge.

to know more new year resolution ideas that are realistic check [@stunningnewlifeblog](#)

## UNIT 7. OUT AND ABOUT

### Section 16. Country Mouse and City Mouse

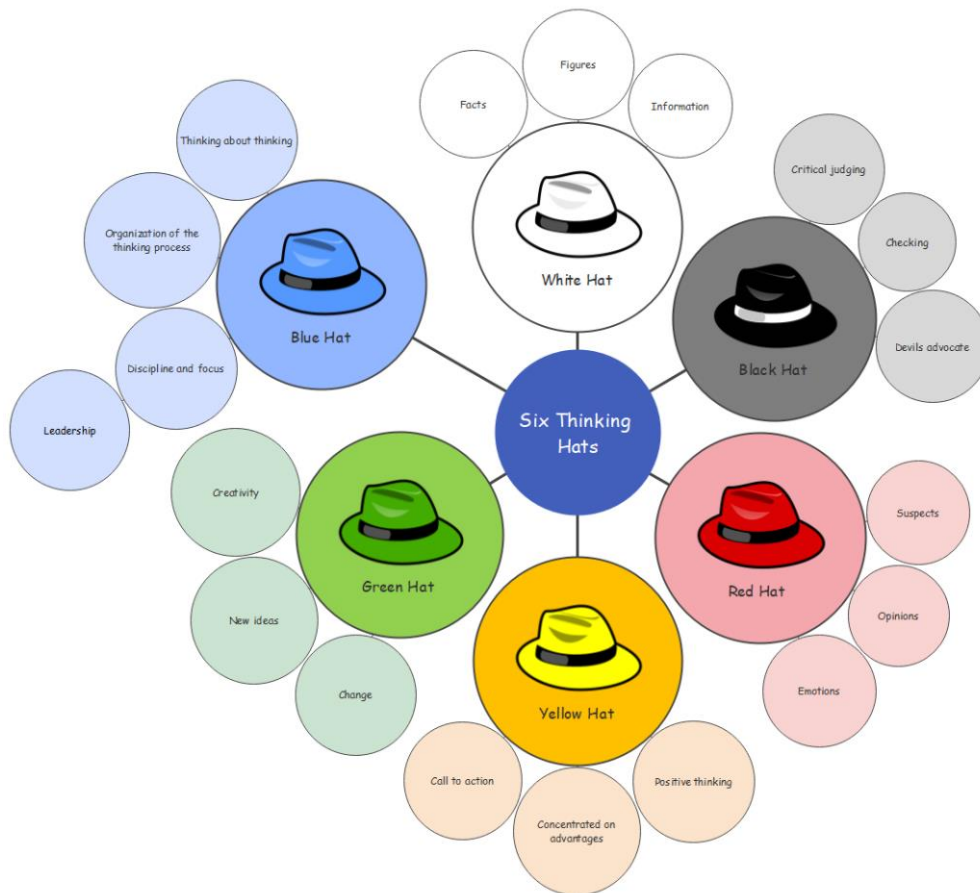
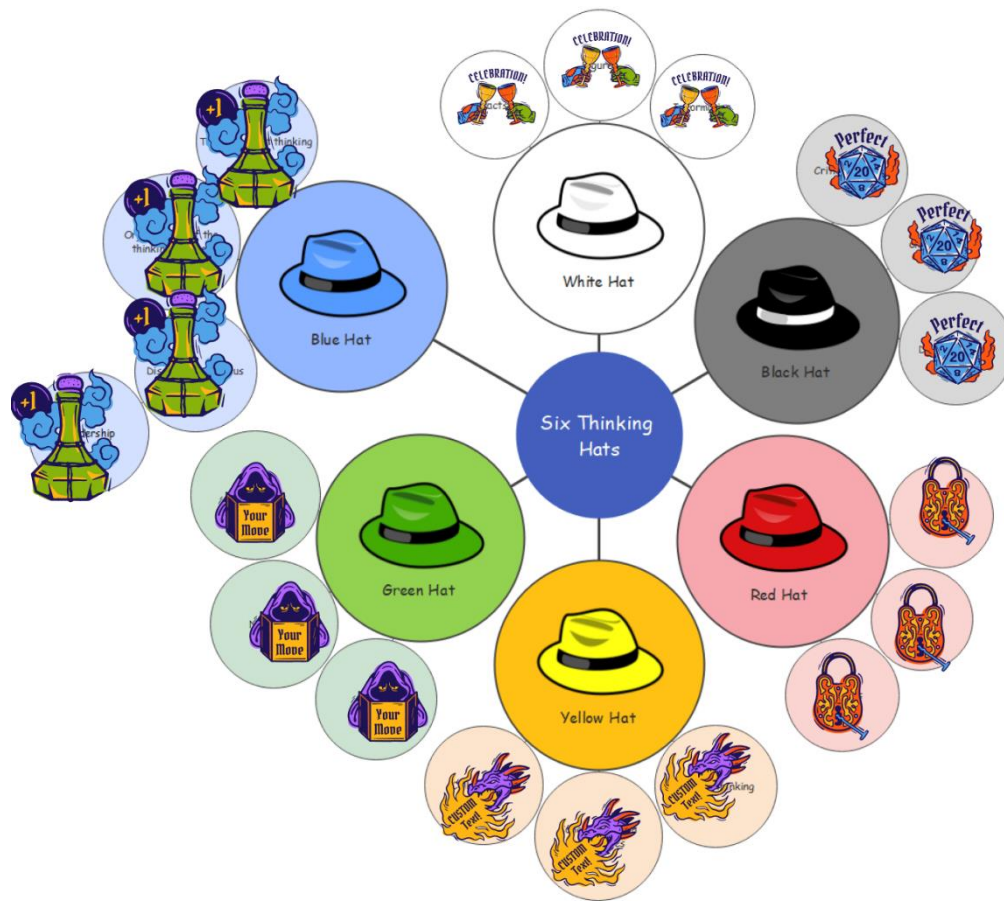
1. Watch the [cartoon](#) and write down the list of things each mouse likes/dislikes at the place they visited.



2. Answer the following questions:
  - Whose journey was more pleasant?
  - What were the snacks offered on the train?
  - Why was the journey to the city a really stressful experience?
  - Do you think each of the mice could change their living place? Why/Why not?
3. Creative task\*. Prepare a post for social networks describing all the great things you can have and do living in a city/village (choose one location).

### Section 17. Six thinking hats

1. Study the information on the Six Thinking Hats strategy [5, 10, 11, 12, 14].
2. Look at the picture representing six thinking hats and try to guess what is hidden in the pictures (what each of the hats represents).





- Group discussion. Using the Six thinking hats strategy, discuss the topic “Pros and Cons living in the city/in the country”.

### Section 18. Cartoon dubbing

- Watch a video extract from [Despicable Me 3](#) without sound. Prepare to dub the video. The plot and the characters are to be chosen from the table. The speech is to include target vocabulary from Unit 7.

<b>Plot line</b>	unrecognized virtue	fatal flaw	unravel clues	uncover prophecy	discover a hidden civilization	overthrow the oppressive emperor	the hero to save the world
<b>Viewpoint</b>	3 <sup>rd</sup> person narrator	1 <sup>st</sup> person narrator	a number of characters	vehicle	pet	article of clothing	town
<b>Genre</b>	mystery	comedy	detective	horror	thriller	fantasy	science fiction
<b>Protagonist</b>	vehicle	hero	child	animal	alien	robot	object
<b>Other main character(s)</b>	vehicle	child	robot	man	animal	woman	object
<b>Relationship between the main characters</b>	friends	allies	colleagues	pet/owner	slave/owner	rivals	explorers

- Creative task\*. Post the result of your dubbing on Instagram.

### Section 19. Autonomous vehicles

- Discussion. Answer the following questions:

- What is an autonomous vehicle?
- What/Who do you associate autonomous driving with?
- When will truly autonomous vehicles be available?
- How do self-driving cars work?
- Are autonomous vehicles safe?
- What are the Top companies producing autonomous vehicles?

- Watch the video [“Why self-driving cars have stalled?”](#) and fill in the gaps:

Tesla is close to achieving autonomous driving, particularly for highways, with their cars expected to be \_\_\_\_\_(1).

Companies like Tesla, Honda, Waymo, and Cruise have been striving to perfect self-driving technology but have faced challenges, including \_\_\_\_\_(2).

The complexity of real-world AI poses a significant hurdle in achieving full self-driving capabilities, with issues such as differentiating between objects like \_\_\_\_\_(3).

Tesla is utilising over a hundred thousand ordinary drivers to teach its evolving software through real-world driving experiences, aiming to address \_\_\_\_\_(4).

Safety remains a paramount concern, with companies needing to ensure a \_\_\_\_\_(5).

Despite advancements, most companies, including Tesla, are currently only at \_\_\_\_\_(6), with \_\_\_\_\_(7). Some companies, like Uber and Lyft, have \_\_\_\_\_(8).

*Answer key:*

- 1. 90% capable of autopilot next year*
- 2. safety concerns and technical limitations*
- 3. cows and sheep on the road*
- 4. edge cases and improve the system's decision-making abilities*
- 5. 99.99999% safety rate for autonomous driving technology*
- 6. level 2 of automation*
- 7. level 5 being the ultimate goal for fully autonomous driving*
- 8. discontinued their self-driving divisions due to the immense challenges and safety requirements involved in achieving fully autonomous driving*

3. Watch the video again and answer the following questions:

- How many times did Ilon Mask mention (in the video) having autonomous cars “next year”?
- When did they start working on the technology?
- Which other companies work on the technology?
- Why do they use the help of real-world drivers?
- How safe should the technology be to be fully released?

- How many levels of automation are there?

4. Match the words with the definitions:

Words	Definitions
1. evolving software	a. technology that helps drivers with their tasks
2. intersection	b. complete stop in movement or activity
3. on the verge	c. software that keeps changing and improving
4. unmanned cars	d. confuse or deceive someone
5. driver assisted technology	e. situations that are unusual or not typical
6. bollards	f. short posts used to control traffic or protect areas
7. edge cases	g. very close to something happening or changing
8. bamboozle	h. group of self-driving taxis
9. fleet of robotaxis	i. activates the car's braking system
10. standstill	j. place where two or more roads meet
11. engages the brakes	k. cars that operate without a human driver

*Answer key: 1. c; 2. j; 3. g; 4. k; 5. a; 6. f; 7. e; 8. d; 9. h; 10. b; 11. i*

5. Match the sentence halves:

1. When faced with an obstacle,	a) with precision, guided by advanced algorithms.
2. At the busy intersection,	b) vehicle's response to various edge cases.
3. The technology industry is on the verge of	c) the new software didn't bamboozle the tech-savvy investors.
4. Unmanned cars navigated the city streets	d) a major breakthrough in artificial intelligence.
5. Driver-assisted technology in cars provides an extra	e) the autonomous vehicle swiftly engages the brakes to avoid a collision.
6. Bollards were installed along the sidewalk to protect	f) traffic lights regulated the flow of vehicles and pedestrians.
7. Engineers meticulously tested the autonomous	
8. Despite their skepticism,	

9. A fleet of robotaxis revolutionized urban

10. Traffic came to a standstill as construction

g) layer of safety for motorists.

h) transportation, offering convenient rides on demand.

i) pedestrians from stray vehicles.

j) crews blocked off lanes at the intersection.

*Answer key: 1. e; 2. f; 3. d; 4. a; 5. g; 6. i; 7. b; 8. c; 9. h; 10. j.*

6. Work in groups. Discuss the advantages and disadvantages of having autonomous cars.

7. Creative task\*. Design the vehicle of the future.

## UNIT 8. ON THE MOVE

### Section 20. More lanes

1. Work in groups. Watch the video [“How highways make traffic worse”](#) and choose the correct answers:

1. What was the initial width of the Katy Freeway when it was built in the 1960s?

- A. 10 lanes
- B. 6 lanes
- C. 4 lanes
- D. 8 lanes

2. In what year was the Katy Freeway ranked as the second worst bottleneck in the country?

- A. 1990
- B. 2004
- C. 2010
- D. 2018

3. What economic theory is mentioned as the reason why traffic congestion did not improve after the freeway expansion?

- A. Supply and demand
- B. Induced demand
- C. Market equilibrium
- D. Consumer surplus

4. According to the video, what is the term used to describe the phenomenon where adding more highway lanes leads to more traffic congestion?

- A. Congestion pricing
- B. Highway expansion
- C. Induced demand
- D. Transit advocacy

5. What alternative commuting options are mentioned in the video as ways to reduce highway congestion?

- A. Biking and walking
- B. Using local roads
- C. Public transit and remote work
- D. Carpooling and ridesharing

6. What organization found that the U.S. added over 30,000 miles of new freeway lanes between 1993 and 2017?

- A. Transportation for America
- B. Federal Highway Administration
- C. American Road Builders Association
- D. National Transit Authority

7. What is suggested as a potential solution to reducing traffic congestion in the long term?

- A. Building more highways
- B. Implementing congestion pricing
- C. Improving public transit and land use policies
- D. Encouraging more private automobile use

*Answer key: 1. B; 2. B; 3. B; 4. C; 5. C; 6. A; 7. C.*

2. Match Kevin's responses:

Derek: Man, I hate driving on the Katy Freeway during rush hour.

Kevin: (1) \_\_\_\_\_.

Derek: And it didn't even used to be this bad until they expanded it with all those extra lanes.

Kevin: (2) \_\_\_\_\_.

Derek: It's called induced demand. Apparently adding more lanes just attracts more drivers.

Kevin: (3) \_\_\_\_\_.

Derek: No, what's that?

Kevin: (4) \_\_\_\_\_.

Derek: Huh, interesting. What other solutions are there?

Kevin: (5) \_\_\_\_\_.

Derek: Those sound like viable options, but it'll take a lot of effort and change.

Kevin: (6) \_\_\_\_\_.

Derek: You're right. Time to start thinking outside of the "car is king" mentality.

Kevin: (7) \_\_\_\_\_.

- a) Well, better public transit, making it easier to work from home, and encouraging development to be closer to where people live instead of always having to drive into the city.
- b) That makes sense. They need to do something about it though. Have you heard about congestion pricing?
- c) Exactly. We can create better, sustainable cities if we make smarter choices now.
- d) Yeah, but if we want to reduce traffic and congestion in the long run, we need to think beyond just building more highways.
- e) Yeah, and it did nothing to relieve the traffic. Like what was the point?
- f) Me too. It's always such a nightmare.
- g) They charge people for using the highway during peak times to discourage them from driving then.

*Answer key: 1. f; 2. e; 3. b; 4. g; 5. a; 6. d; 7. c.*

3. Study the opinions below and decide which one you will support.

Jenny: "I think widening the Katy Freeway was a great idea to reduce traffic. When I used to commute on it a few years back, the congestion was unbearable. After the expansion, my travel time significantly decreased, and now I can get to work much faster."

Mike: "I strongly oppose the idea of continuously expanding highways like the Katy Freeway. It only adds to urban sprawl and doesn't solve the root issue of traffic congestion. I've seen firsthand how the new lanes filled up quickly with more cars, leading to even worse gridlock."

Sarah: “I’m kind of on the fence about the freeway expansion. While it did ease congestion for some, it also created new problems. I still can’t decide if the benefits outweigh the drawbacks. It’s a complicated issue with no easy solution.”

Chris: “I feel really passionate about finding alternative solutions to highway expansions. We need to reduce our dependency on cars and highways to truly address traffic issues. Emphasizing public transportation and incentivizing remote work would be more sustainable in the long run.”

### **Section 21. AI and means of transport**

1. Work in groups. Discuss the opportunities of using AI in the teaching and learning process [7, 8].
2. Explore the opportunities of using AI image generators. Choose one of them to use. One student describes in detail the picture of an unusual car, and the groupmates, using text prompts, are generating their own images. The images can be compared and analysed.

*(See the pictures below)*

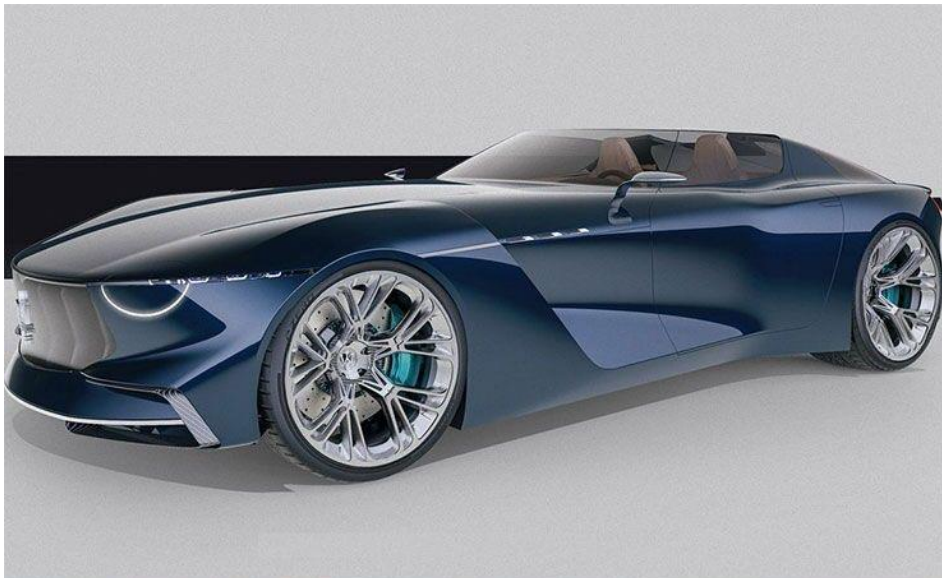












3. Analyse the results that we got from using AI image generators. How can it help in language learning?

### Section 22. Subway wars

1. Watch the video [“Subway Wars”](#) and note all the means of transport that were mentioned in the video.
2. Complete the summary with the words from the video.

Robin and a friend debate what it means to be \_\_\_\_\_(1). They argue over experiences like \_\_\_\_\_(2), \_\_\_\_\_(3), \_\_\_\_\_(4), and \_\_\_\_\_(5). Robin suggests going to see Woody Allen, but the friend prefers to meet him \_\_\_\_\_(6). They discuss the fastest way to get to Gregor’s where Woody Allen is. The friend claims to know the city better and challenges the others to \_\_\_\_\_(7). The debate ends inconclusively as they decide the first person to arrive \_\_\_\_\_(8). The conversation is lighthearted and playful, focusing on New York City \_\_\_\_\_(9) and \_\_\_\_\_(10).

*Answer key: 1. a real New Yorker; 2. seeing Woody Allen; 3. stealing a cab; 4. crying on the subway; 5. killing a cockroach; 6. at poker; 7. a race; 8. wins; 9. stereotypes; 10. Experiences.*

3. Here are the things that mean to be a Real New Yorker. Read and comment.

1. Walk fast and with purpose on the sidewalks.
2. Hail a taxi with confidence.
3. Always have a strong opinion on the best pizza in the city.
4. Ignore street performers in the subway.
5. Complain about the subway delays regularly.
6. Know how to give directions using cross streets.
7. Avoid Times Square at all costs.
8. Have a favorite bagel spot and defend it fiercely.
9. Embrace the hustle and bustle of the city.
10. Never look lost, even when you are.

4. Creative task\*. Make a list of things that make you a real Ukrainian.

## UNIT 9. DESTINATION: HOLIDAY

### Section 23. Alphabet brainstorming.

1. Study the information on alphabet brainstorming [6]

You have to describe a place for your ideal holidays. Explain why you have chosen this place or what you can do there using the alphabet. Start the reason/activity with ALL the letters of the alphabet in turn. Use either several words or at least one phrase  
*e.g. Where? - London*

1. A - *Amazing place to practice English*

2. B - *Beautiful architecture*

3. C - ...

2. Prepare a presentation about your dream destination, put a pin on Padlet, add some brief information to the pin, and get ready to present.

### Section 24. Hotel amenities

1. Watch the video "[Hotel Amenities](#)" and fill in the gaps in a summary.

Chandler Bing arrives at a hotel in the countryside, but there's no record of his \_\_\_\_\_(1). Despite the lack of reservation, he is offered the only available room, a deluxe suite, for \_\_\_\_\_(2). Chandler, feeling ripped off, decides to stay and plans to make money back by taking \_\_\_\_\_(3). Ross Geller, in a separate room, requests complimentary \_\_\_\_\_(4) from the hotel. Chandler and Ross engage in taking items from the hotel, debating what is \_\_\_\_\_(5). They leave the hotel with stolen items, including \_\_\_\_\_(6), and celebrate with \_\_\_\_\_(7). The episode ends with Chandler and Ross joking about their \_\_\_\_\_(8).

*Correct answers: 1. reservation; 2. \$600; 3. hotel amenities; 4. toiletries and tampons; 5. acceptable to take; 6. salt and pepper shakers; 7. maple candy; 8. hotel escapades.*

2. Match the sentence halves.

- |  |  |
|--|--|
| 1. As I entered the hotel room, I noticed an unattended maid's card, | a. indicating that the room had not been serviced yet. |
|--|--|

2. The hotel staff ensured
  3. It would be totally insane for them to charge such exorbitant prices for
  4. I grabbed a handful of band-aids from the complimentary toiletry
  5. Upon checking into the hotel, I was pleasantly surprised to find complimentary
  6. I was relieved to find out that the hotel had a refundable
  7. The hotel's deluxe suite boasted luxurious amenities such as a spacious
  8. After a long day of travel, I was
- b. kit in my hotel room to keep in my bag for emergencies.
  - c. wound up and ready to relax in the deluxe suite I had booked.
  - d. toiletries, including a razor, dental floss, and band-aids.
  - e. that every guest had access to essential amenities, including a complimentary toiletry kit stocked with a razor, dental floss, and band-aids.
  - f. a simple meal; they're trying to rip us off!
  - g. living area and a private jacuzzi.
  - h. cancellation policy in case my plans changed.

*Answer key: 1. a; 2. e; 3. f; 4. b; 5. d; 6. h; 7. g; 8. c.*

3. Creative task\*. Choose one of the topics below and write a social media post.

1. Write a scathing online review detailing your experience with a luxury hotel reservation gone wrong. Use the target vocabulary to express your frustration at being 'wound up' by the hotel's services and emphasize that the payment policy is 'not refundable'.
2. Craft an enticing promotional post about a deluxe hotel suite, highlighting its lavish amenities such as 'complimentary toiletries' and 'plenty of amenities'. Convince the reader that staying at the hotel is worth it, even if the price seems 'totally ripping us off'.

## UNIT 10. HEALTH IS THE GREATEST WEALTH

### Section 25. Eye drops issue

1. Work in pairs. Discuss the questions: Have you ever been afraid of doctors or certain kinds of medical treatment? If so, how did you fight your fear?
2. Match the words with their definitions.

Words	Definitions
1. an eye removal machine	a) a short gust of air.
2. to be kidding:	b) a relatively mild and localized microbial invasion of the body that typically does not result in serious illness or complications.
3. glaucoma test	c) to be joking or not being serious about a statement or action.
4. a puff of air	d) to achieve significant financial success or wealth, often through business endeavors, investments, or other lucrative opportunities.
5. a minor infection	e) to instil liquid medication to alleviate dryness, reduce inflammation, or treat certain eye conditions.
6. to take eye drops	f) a medical examination performed by an ophthalmologist to assess the intraocular pressure within the eye and diagnose eye conditions that can lead to optic nerve damage and vision loss if left untreated.
7. freakishly strong	g) a fictional or hypothetical device imagined to facilitate the removal of the eye from its socket.
8. to make a fortune	h) an exaggerated description indicating an exceptionally high level of physical strength or power beyond what is considered normal or typical.

*Answer key: 1. g; 2. c; 3. f; 4. a; 5. b; 6. e; 7. h; 8. d.*



3. Watch the video about [Rachel goes to an eye doctor](#). What were the characters doing to help their friend? Do you think it is possible to behave like that in a real-life situation?

4. Match the sentence halves.

- |  |  |
|--|--|
| 1. The baby is freakishly              | a. and needs to wear glasses.            |
| 2. I get nervous                       | b. of my tooth was faster than expected. |
| 3. My grandmother has glaucoma         | c. tall for her age.                     |
| 4. Remember to use the eye drops       | d. a fortune doing what you love.        |
| 5. It will probably                    | e. twice a day.                          |
| 6. His beard covers most of his        | f. when taking a test.                   |
| 7. The doctor said it was just a minor | g. rain tomorrow, so bring an umbrella.  |
| 8. If you work hard, you can make      | h. guide so you don't miss your favorite |
| 9. Don't forget to check the TV        | show.                                    |
| 10. The removal                        | i. infection and gave me some medicine.  |
|  | j. chin.                                 |

*Answer key: 1. c; 2. f; 3. a; 4. e; 5. g; 6. j; 7. i; 8. d; 9. h; 10. b.*

### **Section 26. Emergency room**

1. Match the words with their definitions.

Words	Definitions
1. episodes of subpsychotic rage	a. occurrences of intense anger or aggression that fall below the threshold of full-blown psychosis.
2. to look a bit puffy	b. areas of damaged tissue on the body resulting from injury, infection, or disease.
3. to describe an illness or injury	c. to forcefully move the upper arm bone out of its socket in the shoulder joint.
4. to be diagnosed with diabetes	d. small, sticky objects shaped like waterfowl used for various purposes such as crafts or decorations.
5. adhesive ducks	

- |  |  |
|--|--|
| 6. lesions                             | e. to appear slightly swollen or inflated, especially in   |
| 7. or other skin conditions            | the facial area.   |
| 8. to be diagnosed with kidney disease | f. to receive a medical determination that one has a chronic condition characterized by high blood sugar levels. |
| 9. moles                               | g. additional issues affecting the skin's appearance or health beyond moles and lesions.                         |
| 10. to dislocate a shoulder            | h. small, dark spots on the skin caused by clusters of pigmented cells.  |
| 11. major behavioral diagnoses         | i. to provide a detailed account of a medical condition or physical harm.  |
| 12. to have brain migraines            | j. significant assessments made regarding mental health conditions impacting behavior.                           |
|  | k. to have a medical professional confirm the presence of a condition affecting the kidneys' function.           |
|  | l. to experience severe headaches often accompanied by other symptoms such as nausea and sensitivity to light.   |

*Answer key: 1. a; 2. e; 3. i; 4. f; 5. d; 6. b; 7. g; 8. k; 9. h; 10. c; 11. j; 12. l.*

2. Watch the video about [visiting ER](#). and fill in the gaps.

Patient has \_\_\_\_\_(1) due to lack of adhesive ducks. Medical history includes no \_\_\_\_\_(2). Patient is not currently pregnant but changes answer to yes for migraines. Asked about last menstrual period, put in \_\_\_\_\_(3). Moving to psychiatric disorders, lists major behavioral diagnoses like \_\_\_\_\_(4). Patient expresses fear and pain, asks for comforting from \_\_\_\_\_(5). Sheldon reassures patient and provides comfort, patient feels better

*Answer key: 1. dislocated shoulder; 2. diabetes, kidney disease, or migraines; 3. progress; 4. depression and anxiety; 5. Sheldon*

3. Watch the video again and answer the following questions:

1. How do you feel about filling out medical forms?

2. Have you ever had a similar experience where medical history questions seemed irrelevant to your current situation?
3. Do you think it's important for medical professionals to show empathy and comfort to patients in pain?
4. How do you cope with fear and pain in medical situations?
5. Have you ever felt overwhelmed by medical procedures or forms during a time of distress?
  4. Role play. Study the list of symptoms or medical conditions and role play a conversation between a patient and a doctor:
    1. Fever, cough, and sore throat
    2. Difficulty breathing and chest pain
    3. Nausea, vomiting, and abdominal pain
    4. Headache and dizziness
    5. Joint pain and swelling
    6. Fatigue and weakness
    7. Skin rash and itching
    8. Vision problems and eye pain
    9. Difficulty sleeping and insomnia
    10. Memory loss and confusion
  5. Creative task\*. Create a fictional medical history for a made-up character. They should include details about any medical conditions, past injuries, and current health status.

## UNIT 11. MEDICINES CURE DISEASES, DOCTOR CURE PATIENTS

### Section 27. What kind of doctor...?

1. Watch [a short video](#) and note the doctors that are mentioned in the episode.
2. Watch the video again and finish the sentences below:

Leonard and Sheldon went to \_\_\_\_\_.

Their main purpose was \_\_\_\_\_.

Penny is not happy because \_\_\_\_\_.

Sheldon names different doctors because \_\_\_\_\_.

Sheldon asks sorry for \_\_\_\_\_.

3. Match the sentence halves.

- |  |   |
|--|---|
| 1. Despite using nasal sprays, his persistent                              | a) snoring raised concerns about a possible sinus infection, prompting a visit to the otolaryngologist. |
| 2. The proctologist's thorough examination revealed                        | b) violated their own health interests, leading to prolonged discomfort.                                |
| 3. Following a valid consultation, the general surgeon recommended surgery | c) felt reassured about managing their condition effectively.   |
| 4. The patient's hesitation to seek help for their snoring                 | d) to address the patient's chronic sinusitis and alleviate snoring.                                    |
| 5. After consulting with the surgeon, the patient                          | e) helped alleviate the patient's chronic congestion and snoring.                                       |
| 6. The otolaryngologist's expertise in treating sinus infections           | f) the underlying issue, leading to a cessation of the patient's snoring.                               |
| 7. Despite feeling embarrassed, the patient recognized                     | g) a previously undiagnosed condition contributing to the patient's non-responsive symptoms.            |
| 8. The general surgeon's skilled hands successfully corrected              | h) the importance of seeing a proctologist to address their discomfort.                                 |

*Answer key: 1. a; 2. g; 3. d; 4. b; 5. c; 6. e; 7. h; 8. f.*

## Section 28. Quarantine

1. Watch [a short video](#) and answer the questions:

1. What bacterial infections are mentioned in the text?

- A. Pneumococcus, streptococcus, staphylococcus, and other assorted coccuses.
- B. Tuberculosis, malaria, cholera, and typhoid fever.
- C. Influenza, common cold, bronchitis, and pneumonia.
- D. E. coli, salmonella, botulism, and listeria.

2. Why does Sheldon refuse to go to the restroom with Howard?

- A. He wants to go home.
- B. He dislikes public restrooms.
- C. He doesn't want to flush the urinal.
- D. He wants Howard to open the door.

3. What does Howard mention about Leonard's mother?

- A. She never approved of Leonard.
- B. She is overprotective of Leonard.
- C. She is strict with Leonard.
- D. She is indifferent to Leonard.

4. What is the reason given for Leonard's behavior towards women?

- A. Seeking approval from his mother.
- B. Trying to impress his friends.
- C. Lack of self-confidence.
- D. Wanting to win a prize.

5. What is Sheldon trying to do by mentioning the mountain elf and colossal serpent?

- A. Cheer up his friend.
- B. Impress his colleagues.
- C. Introduce a new game.
- D. Avoid a serious conversation.

*Answer key: 1. A; 2. C; 3. A; 4. A; 5. A.*

2. Unscramble the sentences:

1. deathbed / she / by / loved / final / ones / her / on / surrounded / As / her / words / she / lay / whispered

2. friend / in / such / was / He / over / grief-stricken / best / his / situation / dangerous / putting / a

3. exposed / for / The / business / be / to / his / him / dealings / scandal / caused / corrupt

4. please / order / She / desperate / in / to / was / to / promotion / demanding / secure / her / a / boss

5. long / of / to / during / After / he / day / meeting / boring / work / off / the / began / a / doze

6. of / village / terrorized / colossal / the / serpent / legend / The / told / ago / that / a / ancient / centuries

*Answer key:*

1. *As she lay on her deathbed, surrounded by loved ones, she whispered her final words.*

2. *He was grief-stricken over putting his best friend in such a dangerous situation.*

3. *The scandal caused him to be exposed for his corrupt business dealings.*

4. *She was desperate to please her demanding boss in order to secure a promotion.*

5. *After a long day of work, he began to doze off during the boring meeting.*

6. *The ancient legend told of a colossal serpent that terrorized the village centuries ago.*

3. Fill in the gaps with the words below.

*exposed, vulnerability, doze off, grief-stricken, despite, quarantine, pneumococcus, desperate, serpent*

1. \_\_\_\_\_(1) feeling exhausted, she couldn't allow herself to \_\_\_\_\_(2) until she finished studying for her upcoming exams.

2. The discovery of \_\_\_\_\_(3) in the patient's sputum confirmed the diagnosis of bacterial pneumonia.

3. Being \_\_\_\_\_(4) to different cultures during her travels broadened her perspective on life.

4. He was \_\_\_\_\_(5) to please his parents, always striving for perfection in academics and extracurricular activities.
5. The \_\_\_\_\_(6) measures were strictly enforced to prevent the spread of the contagious disease.
6. The \_\_\_\_\_(7) family found solace in each other's company as they mourned the loss of their beloved grandmother.
7. The colossal \_\_\_\_\_(8) coiled itself around the ancient ruins, guarding its territory from intruders.
8. Despite her fear of rejection, she decided to confess her feelings to him, exposing her \_\_\_\_\_(9).

*Answer key: 1. despite; 2. doze off; 3. pneumococcus; 4. exposed; 5. desperate; 6. quarantine; 7. grief-stricken; 8. serpent; 9. vulnerability*

## UNIT 12. ALL SPORTS FOR ALL PEOPLE

### Section 29. Workout

1. Watch [a short video](#) and fill in the gaps in the summary.

Chandler is feeling \_\_\_\_\_(1) and \_\_\_\_\_(2). He expresses concerns about his \_\_\_\_\_(3). Monica offers to help Chandler \_\_\_\_\_(4). Chandler is \_\_\_\_\_(5) but eventually agrees to exercise. Monica is very \_\_\_\_\_(6). Chandler struggles with finding work and \_\_\_\_\_(7). Despite difficulties, they try to \_\_\_\_\_(8).

*Answer key: 1. insecure about their appearance; 2. attractiveness; 3. weight and physical shape; 4. work out and get in shape; 5. hesitant; 6. energetic and motivated to help; 7. personal challenges; 8. stay positive and keep moving forward.*

2. Fill in the gaps with the words below.

*confidence, accommodate, hideously, groove, repellent, insane, stretchy, insulation*

1. She found the idea of wearing \_\_\_\_\_(1) pants in public \_\_\_\_\_(2), preferring the comfort of loose-fitting clothing.

2. Despite being described as \_\_\_\_\_(3) unattractive by her peers, she embraced her unique features with \_\_\_\_\_(4).

3. The \_\_\_\_\_(5) in the attic kept the house warm during the harsh winter months.

4. After indulging in a large meal, she opted for stretchy pants to \_\_\_\_\_(6) her full stomach.

5. His idea of fun seemed \_\_\_\_\_(7) to most people, but his adventurous spirit knew no bounds.

6. As the music played, she couldn't help but \_\_\_\_\_(8) to the beat, losing herself in the rhythm.

*Answer key: 1. stretchy; 2. repellent; 3. hideously; 4. confidence; 5. insulation; 6. accommodate; 7. insane; 8. groove.*

3. Watch the video again and answer the questions.

1. Why does Chandler question if there is something repellent about him?



2. How does the conversation shift from questioning attractiveness to working out and getting in shape?
3. What motivates Chandler to agree to let someone remake him through workouts?
4. Why does Monica insist on continuing the workout routine even early in the morning?
5. How does the conversation about finding work and staying positive tie into the theme of physical fitness in this text?

### **Section 30. Sport as my life**

1. Look at the famous quotes and comment on them:

“The only way to prove that you’re a good sport is to lose.” - Ernie Banks

“The more difficult the victory, the greater the happiness in winning.” - Pele

“The difference between the impossible and the possible lies in a person’s determination.” - Tommy Lasorda

“You miss 100% of the shots you don’t take.” - Wayne Gretzky

“Success is where preparation and opportunity meet.” - Bobby Unser

2. Study the examples of pros and cons of doing sports. Comment on them and add some sentences to the sections.

Advantages:

1. Promotes physical health and fitness.
2. Builds teamwork skills and camaraderie among athletes.
3. Provides opportunities for personal growth and character development.
4. Offers a platform for individuals to showcase their talents and abilities.
5. Generates revenue and economic benefits for businesses and communities.

Disadvantages:

1. Risk of injuries and long-term health issues associated with sports participation.
2. High costs of purchasing equipment and participating in competitive sports.
3. Pressure to perform well can lead to stress and mental health challenges.
4. Inequality in access to sports facilities and resources based on socio-economic status.

5. Influence of commercialization and sponsorships on the integrity of sports competitions.

3. Make up sentences using the words below:

- basketball/hoop/champions
- finish/line/victory
- playing/tennis/grass
- soccer/ball/flew
- weightlifting/equipment/gym
- climbing/mountain/strength
- sport/challenging/master
- baseball/bat/cracked
- swimmer/glided/water
- skiing/snowy/slope

*Possible answers:*

1. *The basketball hoop, where champions are made, stood tall.*
2. *Running across the finish line felt like a true victory.*
3. *Have you ever tried playing tennis on a grass court?*
4. *The soccer ball flew gracefully into the top corner.*
5. *The weightlifting equipment in the gym looked intimidating.*
6. *Climbing the mountain was a test of strength and endurance.*
7. *Which sport do you find most challenging to master?*
8. *The baseball bat cracked loudly as it hit the ball.*
9. *The swimmer glided effortlessly through the water like a fish.*
10. *Can you imagine skiing down a steep, snowy slope?*

## UNIT 13. SWIFTER, HIGHER, STRONGER

### Section 31. Jogging

1. Discuss the following questions:
  - Do you have a regular exercise routine?
  - Have you ever tried jogging as a form of exercise?
  - How do you feel about running with a partner?
  - Do you prefer to listen to music or podcasts while exercising?
  - Have you ever experienced any injuries while working out?
2. Watch a video about [Penny and Sheldon taking up jogging](#) and comment on the way Sheldon does the exercises.

3. Complete the dialogue with Jamie's responses

Carol: Hey, Jamie. I didn't see you at the gym yesterday.

Jamie: (1) \_\_\_\_\_ .

Carol: That's understandable. But you better not skip too many days or else our particularly persistent PE teacher will be on your case.

Jamie: (2) \_\_\_\_\_.

Carol: Really? How do they do that?

Jamie: (3) \_\_\_\_\_.

Carol: Ugh. I think I'll pass on that one. By the way, are you still seeing a shrink?

Jamie: (4) \_\_\_\_\_.

Carol: That's great to hear. Have you been using your heart rate monitor during workouts?

Jamie: (5) \_\_\_\_\_.

Carol: Haha, don't we all. But hey, at least we're trying to stay healthy, right?

Jamie: (6) \_\_\_\_\_.

- a) Yes, I try to keep it within a certain range to strengthen my cardiovascular system. But sometimes I just want to give up and go eat a cheeseburger instead.

- b) They watch you while you perform various exercises and movements with high-powered binoculars. Sounds kind of creepy if you ask me.
- c) Absolutely.
- d) Yeah, it's been helping a lot actually. And with some regular exercise, I'm starting to feel like myself again.
- e) Haha, she sure is dedicated. Speaking of exercise, did you hear they're going to start offering scoliosis tests here next week?
- f) Oh yeah, sorry about that. I went to see my mom for her birthday instead of working out.

*Answer key: 1. f; 2. e; 3. b; 4. d; 5. a; 6. c.*

### **Section 32. Sports and Equipment**

1. Discuss the following questions:

1. How do you think the type of sport someone plays reflects their personality and interests?
2. Have you ever tried a new sport solely based on the equipment used, rather than the actual activity itself?
3. In what ways can the quality of sport equipment impact an individual's performance and enjoyment of the sport?
4. Do you believe that having access to high-end sports equipment is necessary for success in athletics?
5. How important is it for athletes to have a deep understanding of the technology behind their sports equipment?
6. What role does innovation play in the development of new sports equipment and techniques?
7. Have you noticed any cultural differences in the types of sports equipment preferred by athletes from different regions?
8. Can using specialized sports equipment enhance or limit one's overall athletic abilities?

9. How has the evolution of sports equipment influenced the way sports are played and perceived by the public?

10. Do you think there is a correlation between the cost of sports equipment and the level of dedication individuals have towards their sport?

2. Look at the following headlines. Write a short post for each of the headings.

1. New study finds benefits of using smart tennis racket.
2. Olympic gold medalist launches own line of sports gear.
3. Popular fitness app introduces virtual reality workout experience.
4. High-tech running shoes designed for maximum performance.
5. Professional athletes speak out on mental health awareness.
6. Sports equipment sales soar as gyms remain closed.
7. Innovative swimwear brand revolutionizes competitive swimming industry.
8. NFL team unveils new state-of-the-art training facility.
9. Youth sports leagues implement new safety guidelines post-COVID.
10. Athletes endorse sustainable and eco-friendly sportswear brands.

## UNIT 14. ALL THE WORLD'S A STAGE

### Section 33. Being an actor

1. Work in pairs. Convey the emotions without saying the words; try to get your partner to guess the emotions.

1. **Joy:** One student receives a surprise gift (you can use a small object for this) while the other student observes and tries to guess the emotion of joy.
2. **Fear:** One student pretends to hear a frightening noise or see something scary, while the other student observes and guesses the emotion of fear.
3. **Sadness:** One student acts out tearing up a letter or wiping away tears, while the other student observes and guesses the emotion of sadness.
4. **Anger:** One student clenches their fists and stomps their foot in frustration, while the other student observes and guesses the emotion of anger.
5. **Confusion:** One student scratches their head and furrows their brow as if puzzled by something, while the other student observes and guesses the emotion of confusion.
6. **Excitement:** One student jumps up and down with a big smile on their face, while the other student observes and guesses the emotion of excitement.
7. **Disgust:** One student wrinkles their nose and turns away as if smelling something unpleasant, while the other student observes and guesses the emotion of disgust.
8. **Surprise:** One student covers their mouth with their hands and widens their eyes in shock, while the other student observes and guesses the emotion of surprise.

2. Watch a video about [Joey teaching Acting](#) and answer the following questions:

1. How does Mr. Tribbiani describe the importance of reacting in soap opera acting?
2. What technique does Mr. Tribbiani use to make himself cry in a scene?
3. How does Mr. Tribbiani convey the emotion of doing something evil in a scene?
4. What is the method Mr. Tribbiani uses to show that he has received bad news?

5. According to Mr. Tribbiani, what is one of the most important things in soap opera acting?
6. How does Mr. Tribbiani suggest some actors may need to improve their appearance for soap operas?
7. Can you explain the example Mr. Tribbiani gives about reacting in a scene without a line?
8. How does Mr. Tribbiani humorously demonstrate the idea of conveying evil in a scene?
9. What humorous method does Mr. Tribbiani use to show how he deals with bad news in a scene?
10. How does Mr. Tribbiani use humor to teach acting techniques for soap operas?

3. Match the sentence halves:

- |   |   |
|---|---|
| 1. The prestigious acting school offers classes to                | a. take tweezers to perfect the actor's eyebrows before filming.  |
| 2. Her breakthrough role in the soap                              | b. conveyed something evil lurking beneath the surface.           |
| 3. The villain's facial expression expertly                       | c. clear that the character had a fish hook hidden in his pocket. |
| 4. The makeup artist had to                                       | d. opera acting earned her critical acclaim.                      |
| 5. As a seasoned actor, he shared with me the tricks of           | e. teach acting at an advanced level.                             |
| 6. As the scene progressed, it became                             | f. a line perfectly memorized.                                    |
| 7. During the audition, she was nervous about making sure to have | g. the trade for succeeding on stage.                             |

*Answer key: 1. e; 2. d; 3. b; 4. a; 5. g; 6. c; 7. f.*

4. Creative task\*. Choose the topic:

1. Write a blog post discussing the challenges and rewards of teaching acting in a competitive industry like Hollywood. Share your insights on the importance of mastering soap opera acting techniques and how having a strong grasp of various emotions can elevate an actor's performance.

2. Craft a short script for a scene in a soap opera, incorporating the target vocabulary to emphasize the nuances of each character. Ensure that each character has a distinct personality and motive, utilizing the tricks of the trade to create compelling dialogue.
3. Create a social media post promoting an upcoming acting workshop where you will be sharing the secrets of the trade. Use vivid language to entice aspiring actors to attend, highlighting how they can learn to convey something evil convincingly and reel in audiences like a fish hook.

### **Section 34. Theatre in our lives**

1. Discuss the following questions:

1. How do you think theatre has evolved over the years in terms of themes and storytelling techniques?
2. Have you ever participated in a theatrical production, either on stage or behind the scenes?
3. What impact do you believe attending live theatre performances can have on an individual's perspective on life?
4. In what ways does theatre serve as a reflection of society and its values?
5. Do you think technology has enhanced or detracted from the traditional experience of watching a live theatre performance?
6. How important is it for actors to connect with their audience during a performance?
7. What role does costume design play in bringing characters to life on stage?
8. Can theatre be used as a tool for social change and raising awareness about important issues?
9. How do you think the accessibility of theatre productions has changed with the rise of streaming services and online platforms?
10. What qualities do you believe make a truly memorable and impactful theatrical production?

2. Make up sentences with the following words:

- actors/talented/audience
- wondered/goes/Broadway



- manager/crucial/smoothly
- playwright/powerful/thought-provoking
- Shakespeare's/around/world
- lighting/master/ambiance
- costume/meticulously/outfit
- director/vision/life
- excitement/attending/opening
- sound/expertise/quality

*Possible answers:*

- 1. The actors, who were incredibly talented, captivated the audience with their performance.*
- 2. Have you ever wondered what goes on behind the scenes of a Broadway production?*
- 3. The stage manager, whose job is crucial, ensures that everything runs smoothly during the show.*
- 4. The playwright, whose words are powerful, has created a thought-provoking script.*
- 5. Is it true that Shakespeare's plays are still performed in theatres around the world?*
- 6. The lighting designer, who is a master of creating ambiance, sets the mood for each scene.*
- 7. Did you know that the costume designer spends hours meticulously crafting every outfit?*
- 8. The director, whose vision guides the production, brings the script to life on stage.*
- 9. Can you imagine the excitement of attending an opening night performance on Broadway?*
- 10. The sound technician, whose expertise is unmatched, ensures that the audio quality is perfect for the audience.*

3. Creative task\*. Choose a topic and

1. Write a detailed article for a theater blog discussing the importance of backstage crew in a successful production. Describe their role in setting up the stage, managing props, and coordinating with the actors during a live performance.
2. Compose a series of social media posts promoting an upcoming play, focusing on the intricate details of the stage curtain and props used in the production. Highlight how these elements enhance the overall theatrical experience for the audience.
3. Craft an email to a local theater company requesting to participate in a behind-the-scenes rehearsal for their latest production. Express your enthusiasm for learning about the technical aspects of theater, including the use of props and the coordination of backstage activities.

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